

Instructional Resource Center

Grade 4 | Module 1 | ELA & Math

Starter Mastery Progression and Printable Intervention Pack

Aligned to the uploaded 2026–27 pacing calendars. Original practice materials; not copied from curriculum texts.

Seven-step instructional progression

1. **Diagnostic assessment:** Identify strengths, gaps and misconceptions.
2. **Prerequisite skills:** Target the foundation needed for the upcoming lesson.
3. **Explicit instruction and modeling:** Use clear examples, visual models and think-alouds.
4. **Guided practice and scaffolding:** Provide prompts, worked examples and immediate feedback.
5. **Independent practice:** Gradually remove support.
6. **Formative assessment and feedback:** Use evidence to decide whether to advance or reteach.
7. **Mastery and application:** Check independent performance and transfer to a new context.

Pacing alignment

ELA: Week 1 central idea, questions, author's purpose, text/graphic features, figurative language; Week 2 monitor/clarify, poetry, point of view, characters; Week 3 retell, literary elements, theme, author's craft. Weekly decoding and fluency strands accompany comprehension.

Math: Module 1, Lessons 1–24, Topic Tickets A–E, reteach days, and module assessment. This calendar does not provide lesson-specific objectives; the math practice below is a **provisional module-level place-value intervention**, not a verified Lesson 1–24 alignment.

Suggested instructional decision rules (pilot targets, not network policy)

Diagnostic: 0–2 of 4 correct → explicit prerequisite reteach; 3 of 4 → guided practice; 4 of 4 → attempt grade-level task. Exit check: 3 of 4 or better with an accurate explanation suggests readiness; use multiple checks before concluding mastery.

ELA Downloadable Intervention: Central Idea

Calendar connection: Week 1, Lesson 1 introduces central idea. This original passage supports prerequisite identification of topic, key details and central idea.

Step 1 — Diagnostic (scholar page)

Read: “The school garden grew tomatoes, carrots, and beans. Each Friday, students watered the plants and pulled weeds. In September, they shared vegetables with families.”

1. What is the passage mostly about? _____
2. Name one detail that supports your answer. _____
3. Which is the better central idea? A. Students worked together to grow and share food. B. Tomatoes are red.
4. Explain why you chose your answer. _____

Step 2 — Prerequisite mini-lesson

Topic = who or what the passage discusses. **Key detail** = a fact that helps explain the topic. **Central idea** = the most important point the author makes about the topic.

Steps 3–4 — Model and guided practice

Teacher think-aloud: “The garden is the topic. Students care for it and share its food. These details help me say the central idea in one sentence.”

Use this frame: “The central idea is _____ because the text states _____ and _____.”

Step 5 — Independent transfer

Read: “At the library, volunteers repaired torn books, sorted shelves, and helped younger children find stories. Their work made the library easier for everyone to use.”

Write the central idea and underline two details that support it.

Steps 6–7 — Exit ticket and application

Exit: Explain how a topic differs from a central idea. Then write a central idea for the library passage.

Teacher key: Garden passage: A; evidence includes planting/caring for vegetables and sharing food. Library passage: Volunteers help improve the library for everyone. Accept equivalent evidence-based responses.

ELA Downloadable Intervention: Theme

Calendar connection: Week 3, Lesson 13 identifies theme. This original short narrative prepares scholars to distinguish events, character response, and lesson/message.

Steps 1–2 — Diagnostic and prerequisites

Ask: What is a character? What is a problem? What is a lesson a character learns?

Read: “Maya struggled to learn a new jump-rope trick. After three tries, she wanted to quit. Her friend encouraged her to practice slowly. By Friday, Maya could do the trick and showed a classmate how to learn it.”

1. What problem did Maya face? _____
2. What did Maya do after receiving encouragement? _____
3. Which theme fits best? A. Practice and persistence help us improve. B. Jump ropes are colorful.

Steps 3–4 — Model and scaffold

Teacher think-aloud: “The character struggled, practiced, and improved. That pattern suggests a lesson about persistence, not merely a topic about jumping rope.”

Organizer: Character → Problem → Response → Outcome → Theme

Step 5 — Independent practice

Write a theme statement without using the character's name. Then explain using two story details.

Theme: _____

Evidence and explanation: _____

Steps 6–7 — Check and apply

Ask scholars to apply the same organizer to a different short story. Score for a transferable theme, two accurate details, and an explanation linking evidence to the theme.

Teacher key: Theme A; Maya struggled, practiced, improved, and taught someone else. Other evidence-supported theme statements may be acceptable.

Math Downloadable Intervention: Place Value

Calendar connection: Math Module 1 is titled “Place Value Concepts for Addition and Subtraction.” Specific lesson placement requires the detailed lesson objectives.

Step 1 — Diagnostic (scholar page)

1. Write 6 hundreds + 10 tens in standard form: _____
2. What is the value of the 7 in 47,215? _____
3. Write 32,408 in expanded form: _____
4. Which is greater: 58,390 or 58,309? Explain: _____

Step 2 — Targeted prerequisites

Review that 10 units of one place equal 1 unit of the next larger place; digits have values based on their position; and a number can be represented in standard, word and expanded form.

Step 3 — Explicit modeling

Model 6 hundreds + 10 tens = $600 + 100 = 700$. Use a place-value chart and show that 10 tens regroup as 1 hundred.

Step 4 — Guided scaffold

Complete: 4 thousands + 13 hundreds = $4,000 + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$. Draw or label regrouped thousands and hundreds.

Step 5 — Independent practice

- A. 3 thousands + 15 hundreds = _____
- B. Value of the 6 in 263,405 = _____
- C. Expand 90,507 = _____
- D. Compare 405,090 ____ 405,900.

Step 6 — Exit ticket

Explain why 8 hundreds + 12 tens equals 920. Show an equation and a place-value explanation.

Step 7 — Application

A school collected 12,450 cans one month and 3,600 cans the next. Estimate the total, then find the exact sum. Explain how place value helps you check your answer.

Teacher key: Diagnostic: 700; 7,000; $30,000 + 2,000 + 400 + 8$; 58,390. Guided: 1,300; 5,300. Independent: 4,500; 60,000; $90,000 + 500 + 7$; <. Exit: $800 + 120 = 920$. Application: 16,050; reasonable estimate varies with stated rounding method.

Teacher Implementation & Intervention Tracker

Use a short prerequisite check before the aligned grade-level lesson. Teach a targeted 5–10 minute scaffold to scholars who need it; preserve access to the core lesson. Recheck after guided and independent practice.

Printable small-group record

Date / Skill	Group (no names on public copy)	Diagnostic	Support used	Exit result / Next step

Publishing checklist

■ Lesson objective verified against teacher guide ■ Standards checked ■ Content reviewed ■ Original/licensed text only ■ Answer key checked ■ Accessibility reviewed ■ No student-identifying data ■ PDF links tested

Prepared as an initial pilot prototype from the two supplied pacing calendars. Diagnostic thresholds and mastery criteria are proposed, not taken from the calendars.